



Rhode Island Department of Elementary and Secondary Education
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Kent Heights School

EAST PROVIDENCE

THE SALT VISIT TEAM REPORT

February 27, 2004



School Accountability for Learning and Teaching (SALT)

The school accountability program of the Rhode Island Department of Education

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1. INTRODUCTION

The Purpose and Limits of This Report

This is the report of the SALT team that visited Kent Heights School from February 23-27, 2004.

The SALT visit report makes every effort to provide your school with a valid, specific picture of how well your students are learning. The report also portrays how the teaching in your school affects learning, and how the school supports learning and teaching. The purpose of developing this information is to help you make changes in teaching and the school that will improve the learning of your students. The report is valid because the team's inquiry is governed by a protocol that is carefully designed to make it possible for visit team members to make careful judgments using accurate evidence. The careful exercise of professional judgment makes the findings useful for school improvement because these judgments identify where the visit team thinks the school is doing well, and where it is doing less well.

The major questions the team addressed were:

How well do students learn at Kent Heights School?

How well does the teaching at Kent Heights School affect learning?

How well does Kent Heights School support learning and teaching?

The following features of this visit are at the heart of the report:

Members of the visit team are primarily teachers and administrators from Rhode Island public schools. The majority of team members are teachers. The names and affiliations of the team members are listed at the end of the report.

The team sought to capture what makes this school work, or not work, as a public institution of learning. Each school is unique and the team has tried to capture what makes Kent Heights School distinct.

The team did not compare this school to any other school.

When writing the report, the team deliberately chose words that it thought would best convey its message to the school, based on careful consideration of what it had learned about the school.

The team reached consensus on each conclusion, each recommendation, and each commendation in this report.

The team made its judgment explicit.

This report reflects only the week in the life of the school that was observed and considered by this team. The report is not based on what the school plans to do in the future or on what it has done in the past.

This school visit is supported by the Rhode Island Department of Education as a component of School Accountability for Learning and Teaching (SALT). To gain the full advantages of a peer visiting system, RIDE deliberately did not participate in the active editing of this SALT visit report. That was carried out by the team's Chair with the support of Catalpa. Ltd.

The team closely followed a rigorous protocol of inquiry that is rooted in Practice-based Inquiry™ (Catalpa Ltd). The detailed *Handbook for Chairs of the SALT School Visit* describes the theoretical constructs behind the SALT visit and stipulates the many details of the visit procedures. Contact Rick Richards at (401) 222-4600 x 2194 or ride0782@ride.ri.net for further information about the *Handbook* or other SALT protocols. The *Handbook* and other relevant documents are also available at www.Catalpa.org.

SALT visits undergo rigorous quality control. Catalpa Ltd. monitors each visit and determines whether the report can be endorsed. Endorsement assures the reader that the team and the school followed the visit protocol. It also assures that the conclusions and the report meet specified standards.

Sources of Evidence

The Sources of Evidence that this team used to support its conclusions are listed in the appendix.

The team spent a total of over 126 hours in direct classroom observation. Most of this time was spent in observing complete lessons or classes. Almost every classroom was visited at least once, and almost every teacher was observed more than once.

The full visit team built the conclusions, commendations, and recommendations presented here through intense and thorough discussion. The team met for a total of 30 hours in team meetings spanning the five days of the visit. This time does not include the time the team spent in classrooms, with teachers, and in meetings with students, parents, and school and district administrators.

The team did agree by consensus that every conclusion in this report is:

Important enough to include in the report

Supported by the evidence the team gathered during the visit

Set in the present, and

Contains the judgment of the team

Using the Report

This report is designed to have value to all audiences concerned with how Kent Heights School can improve student learning. However, the most important audience is the school itself.

How your school improvement team reads and considers the report is the critical first step. RIDE will provide a SALT Fellow to lead a follow-up session with the school improvement team to help start the process. With support from the East Providence School Improvement Coordinator and from SALT fellows, the school improvement team should carefully decide what changes it wants to make in learning, teaching, and the school, and amend its School Improvement Plan to reflect these decisions.

The East Providence School District, RIDE and the public should consider what the report says or implies about how they can best support Kent Heights School as it works to strengthen its performance.

Any reader of this report should consider the report as a whole. A reader who only looks at recommendations misses important information.

2. PROFILE OF KENT HEIGHTS SCHOOL

Kent Heights Elementary School is one of eight elementary schools in the city of East Providence, Rhode Island. Located at 2680 Pawtucket Avenue, this kindergarten through grade five school serves 284 students. There are 10 general education classrooms, two self-contained special needs classrooms, and two all day kindergarten classrooms.

A professional staff of one principal, 27 teachers, six teacher assistants, four educational specialists, four supervisory assistants, two custodians, one secretary, and two cafeteria workers services the school. The student population is 70 percent white, 20 percent black, nine percent Hispanic, one percent American Indian, and 0.4 percent Asian. Fifty-one percent of students qualify for free or reduced-price lunch. Twenty-one percent receive some form of support services, and four percent receive English as a second language service.

Environmental and capital improvement needs necessitated an abrupt reassignment of 150 Kent Heights students to an alternative school site from November 2002 to June 2003. Housed in two different locations, students in grades one to three stayed at the existing campus, built in 1989; students in self-contained special needs programs, kindergarten, and grades four and five were moved to a school building located in the Riverside section of East Providence. The older section of the Kent Heights School, built in 1926 with additions in 1954, was razed and rebuilt from scratch. On September 10, 2003, students from the Riverside site returned to a brand new 11 classroom wing.

Many school activities support reading. Teachers participated in Lesson Study as the result of the school's collaboration with Rhode Island College. A guided reading study group continues to discuss chapters from *Guided Readers and Writers Grades 3-5* by Fountas and Pinnell. Title 1 offers Power Lunch and many after school activities that promote literacy. These include the After School Advantage Program, RSVP Volunteers, and summer reading kits.

3. PORTRAIT OF KENT HEIGHTS SCHOOL AT THE TIME OF THE VISIT

Bright clean hallways and classrooms colorfully decorated with students' drawings, photographs, and work welcome students, parents, and visitors to Kent Heights Elementary School. Pride in this beautiful school is palpable. The new wing is practically indistinguishable from the old—the planners and teachers have so skillfully blended the two.

Kent Heights Elementary School is filled with warm, happy, and polite students. Rarely is a voice raised in anger. Students and members of the community are celebrated monthly at a school-wide PRIDE meeting. Many parents are advocates for education: they fought for the new building; they speak out at school committee meetings; and they participate on the school improvement team. Parents also participate in more traditional activities by fund raising and planning social events.

Teachers and staff feel an intense loyalty to this school. Most do not understand why their students performed so poorly on last year's state assessments. The tendency to look outward for the answer delays their developing instructional techniques that will move their students forward. With some notable exceptions, teaching at Kent Heights remains traditional and teacher-directed. Many well-behaved students sit in their spacious classrooms and spend too much time practicing skills, writing spelling sentences, and completing worksheets. There are few opportunities for most students to engage in genuine inquiry or real life problem solving. Teachers, through professional development, lesson study, and shared professional reading, have taken the first steps towards more meaningful instruction. Some find it difficult to meet the district's demands that they integrate a new language arts program, recently mandated by the district, with other new initiatives they have recently learned.

The elements of a strong learning community—ideal school climate, eager students, committed faculty, strong school improvement team, and high level of parent involvement—exist within Kent Heights. The time is right for the principal, faculty, and staff to look inward and embrace their responsibility for improving instruction and raising the academic performance of students.

4. FINDINGS ON STUDENT LEARNING

Conclusions

Students at Kent Heights Elementary School are courteous, respectful, and ready to learn. They follow directions and take pride in their work. They show genuine respect for all adults and students in the school community. Although some students express concern about behavior at recess time, most students demonstrate compassion and empathy for their peers. Students like their school and demonstrate pride in the school building. Behavior in the classrooms, hallways, cafeteria, and public areas is exemplary. *(following students, observing classes, observing the school outside of the classroom, meeting students, talking with students, teachers, staff, and school administrators)*

Students at Kent Heights Elementary School often are seen reading in their classrooms and in the school hallways. They wish that the school library offered a larger selection of books, magazines, and videos. They say the present materials are old. Young students enjoy reading the words to songs from a big book and singing along with an audiotape. Teachers of special subjects also use music effectively to engage students in literacy and numeracy. Students in other classes read with the teacher in small groups, with partners, and in whole class lessons. They listen to the teacher read aloud. They answer literal questions, but they have few opportunities to share their thoughts about what they read. The lack of opportunities for students to engage in rich discussion, analyze text, and delve more deeply into meaning contributes to their low scores on the state tests in reading. *(following students, observing classes, observing the school outside of the classroom, meeting with students, talking with students, 2003 Information Works!, 2003 New Standards Reference Examination School Summaries)*

Students in kindergarten and first grade use Kid Writing™ enthusiastically and well to illustrate, write, and share stories. Older students write in journals and respond to daily prompts. Although colorful Six Traits™ posters are on the walls, students do not regularly practice writing using the Six Traits™. Students do not consistently use the many word walls that are available to them. They do not regularly conference with their teachers or learn and practice writing strategies daily. Students do not regularly and consistently use the writing process to improve their writing. Instead they spend significant time on spelling, grammar, and vocabulary tasks. State testing indicates that students are not effective writers. *(following students, observing classes meeting with students, talking with students, discussing student work with teachers, reviewing completed and ongoing student work, classroom assessments, classroom textbooks, 2003 Information Works!, 2003 New Standards Reference Examination School Summaries, 2003 Rhode Island Writing Assessment results)*

Students at Kent Heights Elementary School practice math facts and complete math workbook pages. In some classes they enjoy using math manipulatives and games to practice their skills. Because problem-solving instruction is limited, students rarely have opportunities to develop and practice problem-solving strategies. They do not often enough share their solutions to problems or write to explain their work. State testing indicates that students do not have a good grasp of mathematical concepts and that they are not yet effective problem solvers. *(following students, observing classes meeting with students, school and district administrators, talking with students, teachers, staff, and school administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, 2003 Information Works!, 2003 New Standards Reference Examination School Summaries)*

Students enjoy the hands-on approach to learning afforded them by the KITES (Kits in Teaching Elementary Science) Project and TDP (the Talent Development Program). They say they work in groups, learn to use scientific tools and terminology appropriately, do research, and create projects. They observe, experiment, and write about their findings. *(following students, observing classes, meeting with the school improvement team, students, parents, school and district administrators, talking with students, teachers, staff, and school administrators)*

Important Thematic Findings in Student Learning

Students:

- ◆ *Are eager to learn.*
- ◆ *Are not effective problem solvers.*
- ◆ *Are not accomplished writers.*
- ◆ *Have basic skills, but are not challenged academically.*
- ◆ *Enjoy hands-on activities.*

5. FINDINGS ON TEACHING FOR LEARNING

Conclusions

Teachers at Kent Heights Elementary School take pride in their school and the school building. They work hard to make their classrooms happy, pleasant, and safe. Teachers participate in many professional development activities, but there is not enough follow-through in actual practice. Generally, classroom practice is rooted in traditional methodology. Teachers do not spend enough time in one-on-one conferences with students. They do not regularly differentiate instruction to meet the varied needs of their students. They do not challenge their students with complex problems that require higher order thinking skills. *(following students, observing classes, meeting with the school improvement team, students, school and district administrators, talking with students, teachers, staff, and school administrators, reviewing completed and ongoing student work, records of professional development activities)*

Teachers at Kent Heights Elementary School are in the beginning stages of implementing a new language arts program, *Trophies*, mandated by the district. Some have had the materials since October; others are just receiving them. Those who have received the materials have had professional development in how to use them. Teachers have mixed opinions about this program. Although many comprehension and writing strategies are taught in this program, many teachers say *Trophies* consumes too much time and limits their creativity. Some say they are unable to use other literature and trade books because of the time that is involved and the testing that is required. Others say they are free to use the program as they please. This confusion about district expectations creates some tension and disquiet, thus weakening the effectiveness of the program. District leaders say the new reading program was implemented to assure consistency throughout the district and to improve student performance. School and district leaders say that adjustments, based on teachers' recommendations, will be made after the first year of use. *(meeting with the school improvement team, school and district administrators, talking with teachers, staff, and school administrators, reviewing classroom textbooks, school improvement plan, records of professional development activities)*

Although *Trophies* was introduced as a balanced reading anthology, teachers use it more traditionally as a basal reader. Students read the anthology or the leveled readers with the teacher in small groups, where they often take turns reading and then answering literal questions. They also do partner reading and independent reading. Teachers do not model or teach comprehension strategies, nor do they ask effective questions to elicit higher-level thinking. They emphasize understanding vocabulary. Students who are not in the reading groups are often involved in low-level tasks that are not always related to reading. Although students have time in the day for independent self-selected reading, this time is not part of a readers' workshop where teachers regularly confer with students and hold them accountable for their reading. Many teachers at Kent Heights Elementary School participate in a professional discussion group around guided reading as described by Fountas and Pinnell. A few teachers are implementing more authentic guided reading practices and questioning into their daily reading instruction. Although, there is a passion for reading in this school that is shared by students and staff, daily opportunities to improve comprehension are missed. *(following students, observing classes, meeting with the school improvement team, students, school and district administrators, talking with students, teachers, staff, and school administrators, reviewing completed and ongoing student work, classroom textbooks, records of professional development activities)*

Math teaching at Kent Heights Elementary School focuses on basic skills. Teachers rely on the Everyday Math Program to help students master math skills, develop their understanding of math concepts, and solve problems. However the development of concepts is continually compromised by the amount of time students spend drilling and practicing math facts. Although teachers supplement the program with additional activities in solving math problems, these are not sufficiently rigorous to lead students to improve their academic performance. Problem solving is not part of the regular daily classroom routine. Teachers do not regularly teach or model problem-solving strategies, and they do not provide students many opportunities to solve problems on their own or in groups. *(following students, observing classes, meeting with the school improvement team, students, school and district administrators, talking with students, teachers, staff, and school administrators, reviewing completed and ongoing student work, 2003 Information Works!, records of professional development activities)*

Although teachers require students at Kent Heights Elementary School to write daily, there is little consistency or structure in their writing instruction. An exception is the use of the Kid Writing process in the primary grades: think, illustrate, and write. Students in grades 3-5 write in journals and respond to writing prompts, taken from the *Trophies* program, that elicit only a quick response. Teachers do not develop criteria for daily writing. There is little actual instruction or modeling of the techniques of writing and too much emphasis on vocabulary, spelling, and grammar that is disconnected from actual reading and writing. Concern for presentation and conventions diminishes the time students spend on developing the writer's craft. Teachers say this emphasis is in response to scores on state testing. The lack of direct instruction in the processes of writing followed by actual student engagement in the writing process contributes to a high number of students not reaching the standard on writing effectiveness in the state testing. *(following students, observing classes, students, school and district administrators, talking with students, teachers, staff, and school administrators, reviewing completed and ongoing student work, school improvement plan, 2003 Information Works!, 2003 Rhode Island Writing Assessment results, classroom textbooks, records of professional development activities)*

Teachers at Kent Heights Elementary School use many different methods to evaluate and assess student work. In many classrooms, student work is displayed on bulletin boards to encourage students to move closer to the standard or exceed it. Students are permitted to revise their work on an ongoing basis, according to a zero to four rubric set by the district. They also use letter grades, percentages, checks, and pluses or minuses. Few teachers provide commentary on student work. The district report card does not support standards-based assessment, so teachers struggle to align their scoring to both the standards and the district report card. This is confusing to teachers, students, and families. *(following students, observing classes, meeting with the school improvement team, students, school and district administrators, talking with students, teachers, staff, and school administrators, reviewing completed and ongoing student work, classroom assessments, classroom textbooks, district and school policies and practices)*

Commendations for Kent Heights School

Courtesy and respect

Student behavior

Recommendations for Kent Heights School

Recognize the need for a paradigm shift from the emphasis on school climate (where you have enjoyed so much success) to an emphasis on academic excellence at Kent Heights Elementary School.

Take responsibility for your students' performance.

Use instructional time more effectively.

Make problem solving a priority in all of your classrooms.

Spend more time on instruction that focuses on writing as a craft and less time on low-level worksheets and copying.

Give students more opportunities to explain their thinking both orally and in writing.

Develop questioning strategies that promote analytical thinking and elicit higher-level responses.

Differentiate instruction.

Use your existing study group and faculty meetings to improve your instructional practices and develop consistency across grade levels.

Recommendations for the East Providence School District

Support a paradigm shift from the emphasis on school climate (which is now in place) to an emphasis on academic excellence at Kent Heights Elementary School.

Provide professional development in the differentiation of instruction.

Provide professional development in the teaching of process writing.

Support teachers as they adapt *Trophies* to meet the needs of their students.

Develop a standards-based report card.

6. FINDINGS ON SCHOOL SUPPORT FOR LEARNING AND TEACHING

Conclusions

The school climate at Kent Heights Elementary School creates ideal conditions for learning. The PRIDE Program (**P**lay safe, **R**espect, **I**s it fun for all? **D**evelop teamwork, **E**xceed the standard) establishes a school-wide expectation for responsibility and social conduct that defines the school culture. *(following students, observing classes, observing the school outside of the classroom, meeting with the school improvement team, students, parents, and school administrators)*

The school, the PTA, and the school improvement team all benefit from the support of a committed, focused, and informed group of parent leaders. Their level of advocacy is unusual and effective. This supports the school's potential for academic excellence. *(meeting with the school improvement team, parents, school and district administrators, talking with teachers, staff, and school administrators, reviewing school improvement plan, 2003-04 SALT Survey report)*

Children with special needs are included well at Kent Heights Elementary School. Teachers and support staff collaborate to create opportunities for effective learning. Self-contained classrooms are bright, cheerful, and spacious. Differentiation of instruction is accomplished easily. Difficult behaviors are managed with care and expertise. Students attend general education classes when appropriate. *(following students, observing classes, observing the school outside of the classroom, reviewing completed and ongoing student work)*

The East Providence School district has acknowledged the need for early intervention by establishing a full day kindergarten program at Kent Heights Elementary School. In addition, the Title 1 focus for instruction is changing from remediation to early intervention. These measures address the needs of the Kent Heights population. *(following students, observing classes, meeting with the school improvement team and school and district administrators, talking with teachers, staff, and school administrators)*

Professional development is regularly offered by the district, but it is not regularly embedded in classroom practice. As a result, there is little carry-over into instruction. There are no methods for establishing the accountability of the implementation of new practices. Successful teachers in the school are not used as models and resources for the improved practice of others. Overall, professional development at Kent Heights Elementary School has been ineffective in creating learning environments that produce academic excellence. *(following students, observing classes, meeting with the school improvement team and school and district administrators, talking with teachers, staff, and school administrators, reviewing records of professional development activities)*

Teachers and students benefit from an association with the East Bay Educational Collaborative (EBEC). Teachers have participated in professional development activities through EBEC. Students in all grades are enthusiastic about the KITES program (Kits in Teaching Elementary Science). Parents, students, and teachers are disappointed that funding has been cut for the valuable programs offered by EBEC. The district is sympathetic, but unable to fund the program now. *(following students, observing classes, meeting with the school improvement team, students, parents, school and district administrators, talking with students, teachers, staff, and school administrators)*

The media center at the Kent Heights library does not function as a media center. Materials are limited, outdated, and in poor condition. Computers are not used for research and investigation to support classroom instruction. *(following students, observing classes, observing the school outside of the classroom, talking with students)*

Commendations for Kent Heights School

Inclusion of children with special needs

PRIDE Program

Parent advocacy

Recommendations for Kent Heights School

Use the successful practitioners in the school to model instructional strategies and support teachers, as they change their instructional practices.

Develop a focus for professional development that is data driven and that focuses on identified areas of need.

Create a structure and a process for the accountability of professional development and how it relates to classroom practice.

Develop a media center that has sufficient technology for research and investigation.

Replace outdated books and instructional materials in the library.

Commendations for the East Providence School District

Establishment of and support for a full-day kindergarten

Recommendations for the East Providence School District

Continue your association with the East Bay Educational Collaborative.

Replace outdated books and instructional materials in the library.

7. FINAL ADVICE TO KENT HEIGHTS SCHOOL

The elements of a strong learning community—ideal school climate, eager students, committed faculty, strong school improvement team, and a high level of parent involvement—exist within Kent Heights. You must raise the bar for all of your students.

Financial constraints may limit the professional development opportunities that are available to you. You can compensate by looking at student work, participating in further lesson study, and observing one another. You have so much to offer. By regularly visiting classrooms, the principal can support and encourage your efforts. Develop a structure and an accountability system to identify, measure, and replicate your successful practices.

Teachers must assume responsibility for student achievement. The principal must become a partner in improving instruction and academic performance. Your bright and eager student population will accept and thrive on the challenges you give them. They are ready for instruction that focuses on academic excellence.

ENDORSEMENT OF SALT VISIT TEAM REPORT

Kent Heights School

February 27, 2004

Catalpa Ltd. monitors all SALT visits and examines each SALT visit team report to determine whether it should be endorsed as a legitimate SALT report. The endorsement decision is based on procedures and criteria specified in *Endorsing SALT Visit Team Reports*. (available on Catalpa website). Catalpa Ltd. bases its judgment about the legitimacy of a report on these three questions:

Did the SALT visit team and the host school conduct the visit in a manner that is reasonably consistent with the protocol for the visit?

Do the conclusions of the report meet the tests for conclusions specified in the visit protocol (important, accurate, set in present, shows the team's judgment)?

Does the report meet the tests for a report as specified in the visit protocol (fair, useful, and persuasive of productive action)?

Using the answers to these questions, the final decision to endorse the report answers the overall endorsement question: Is this a legitimate SALT team visit report? In order to make this determination, Catalpa weighs all the questions and issues that have been raised to decide whether a report is legitimate or not. While it is possible that a challenge related to one of the three questions listed above would be serious enough to withhold or condition the endorsement, it is more likely that issues serious enough to challenge a report's legitimacy will cut across the three questions.

While the SALT visit protocol requires that all SALT visits are conducted to an exceptionally high standard of rigor, visits are "real-life" events; it is impossible to control for all unexpected circumstances that might arise. The protocol for the conduct of the visit is spelled out in the *Handbook for SALT Visit Chairs, 1st edition*.

Since unexpected circumstances might result in either the team or the school straying too far from the protocol for a visit, Catalpa monitors both the school and the team during a visit regarding the conduct of the visit.

Most often actual visit events or issues do not challenge a report's legitimacy and Catalpa's monitoring and endorsement is routine. A district administrator, principal, faculty member or parent may not like a report, or think it is too negative, or think the visit should have been conducted in a manner that is not consistent with the protocol. None of these represent a challenge to a report's legitimacy; concerns that might challenge an endorsement are based on events that stray too far from the protocol.

The steps Catalpa completed for this review were:

- discussion with the chair about any issues related to the visit before it began
- daily discussion of any issues with the visit chair during the visit
- observation of a portion of the visit
- discussion with the principal regarding any concerns about the visit at the time of the visit
- thorough review of the report in both its pre-release and final version form

The findings from the review are:

1. This team was certified to meet team membership requirements by RIDE staff.
2. This report was produced by a legitimate SALT Visit that was led by a trained SALT Visit Chair and conducted in a manner that is consistent with SALT Visit procedures.
3. The conclusions are legitimate SALT visit conclusions.
4. The report is a legitimate SALT visit report.

Accordingly, Catalpa Ltd. endorses this report.



Thomas A. Wilson, EdD
Catalpa Ltd.
March 25, 2004

REPORT APPENDIX

Sources of Evidence for This Report

In order to write this report the team examined test scores, student work, and other documents related to this school. The school improvement plan for Kent Heights School was the touchstone document for the team. No matter how informative documents may be, however, there is no substitute for being at the school while it is in session—in the classrooms, in the lunchroom, and in the hallways. The team built its conclusions primarily from information about what the students, staff, and administrators think and do during their day. Thus, this visit allowed the team to build informed judgments about the teaching, learning, and support that actually takes place at Kent Heights School.

The visit team collected its evidence from the following sources of evidence:

- ◆ *direct classroom observation*
- ◆ *observing the school outside of the classroom*
- ◆ *following 7 students for a full day*
- ◆ *observing the work of teachers and staff for a full day*
- ◆ *meeting at scheduled times with the following groups:*
 - teachers*
 - school improvement team*
 - school and district administrators*
 - students*
 - parents*
- ◆ *talking with students, teachers, staff, and school administrators*
- ◆ *reviewing completed and ongoing student work*
- ◆ *interviewing teachers about the work of their students*
- ◆ *analyzing state assessment results as reported in Information Works!*
- ◆ *reviewing the following documents:*
 - district and school policies and practices*
 - records of professional development activities*
 - classroom assessments*
 - school improvement plan for Kent Heights School*
 - district strategic plan*
 - 2003 SALT Survey report*
 - classroom textbooks*
 - 2003 Information Works!*
 - 2003 New Standards Reference Examination School Summaries*
 - 2003 Rhode Island Writing Assessment results*
 - School and District Report Cards*

State Assessment Results for Kent Heights School

Assessment results create pieces of evidence that the visit team uses as it conducts its inquiry. The team uses this evidence to shape its efforts to locate critical issues for the school. It also uses this evidence, along with other evidence, to draw conclusions about those issues.

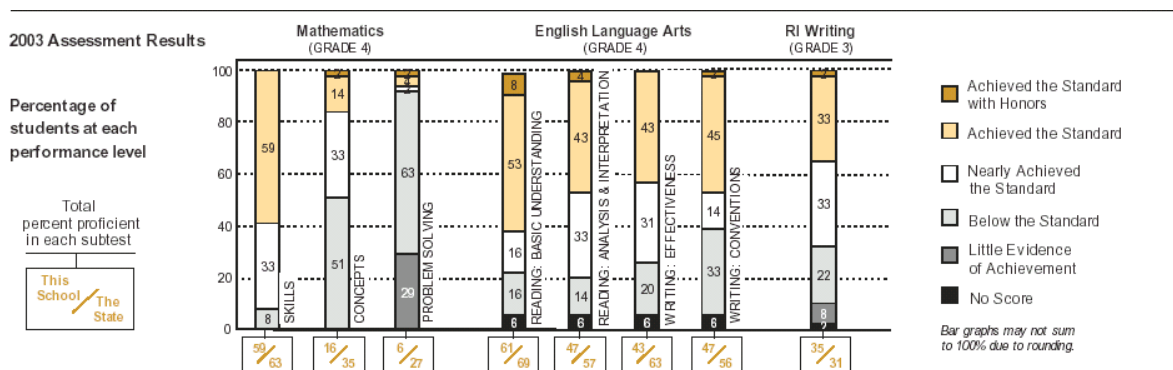
This school's results are from the latest available state assessment information. It is presented here in four different ways:

- ◆ *against performance standards;*
- ◆ *compared to similar students in the state;*
- ◆ *across student groups within the school;*
- ◆ *and over time.*

RESULTS IN RELATION TO PERFORMANCE STANDARDS

The first display shows how well the students do in relation to standards in English/Language Arts and mathematics. Student results are shown as the percentage of students taking the test whose score places them in the various categories at, above, or below the performance standard. Endorsed by the Board of Regents for Elementary and Secondary Education in 1998, the tested standards can be found in the publication *New Standards Performance Standards*.

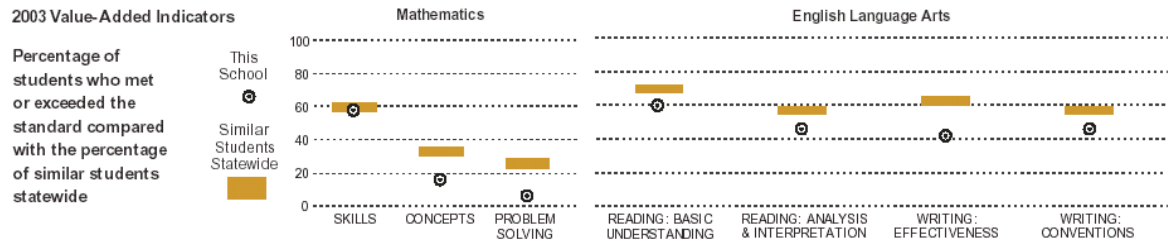
Table1. 2002-03 Student Results on Rhode Island State Assessments



RESULTS COMPARED TO SIMILAR STUDENTS IN THE STATE

This chart includes the performance levels of students with special education needs, students participating in ESL or bilingual programs, low socio-economic status (a composite of income level, racial background and parental education), as well as the performance of students with none of these characteristics. Taking all these characteristics into account, the graph displays the overall performance of students in this school compared to - a group of students from across the state whose characteristics match this school's students.

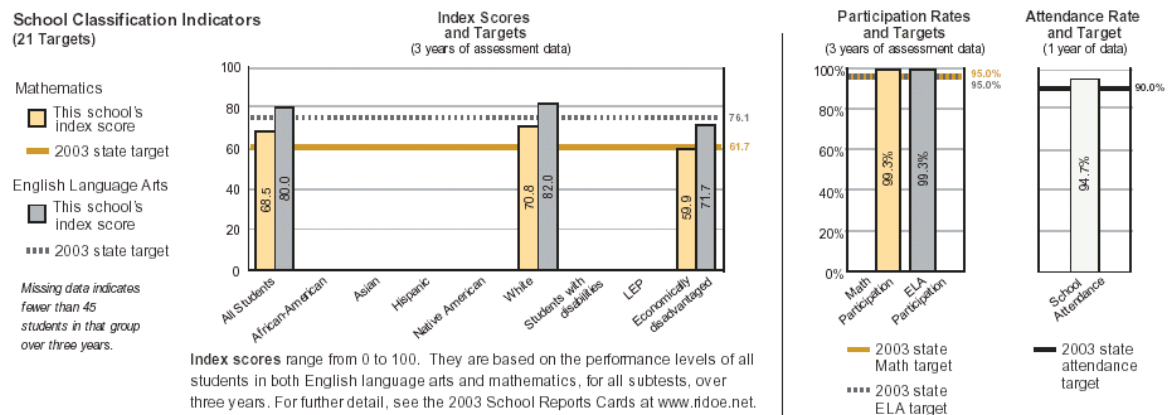
Table 2. 2002-2003 Student Results in Comparison to Similar Students Statewide



RESULTS ACROSS STUDENT GROUPS WITHIN THE SCHOOL

An important way to display student results is across different groups of students with different characteristics who are in the school. This display creates information about how well the school meets the learning needs of its various students. Since breaking students into these smaller groups can result in groups becoming too small to show accurate results, this display shows the results based on three years of testing. The Department defines an important gap between different groups (an equity gap) to be a gap of 15% or more.

Table 3. 2002-2003 School Classification Indicators



SCHOOL REPORT CARD

The Kent Heights School has been categorized as in need of improvement/insufficient progress on the basis of its assessment results from 2000 to 2003. The following is the school report card that shows the school's performance in relation to the 2004 annual measurable objectives (AMO).

Rhode Island School:
 Rhode Island District:
 Kent Heights School
 East Providence

School Report Card - 2003 - Accountability

Grade 4

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Student Group	English Language Arts - Target Score: 76.1						Mathematics - Target Score			
	2000-02	2001-03	Change	Target Met	District 01-03	State 01-03	2000-02	2001-03	Change	Target Met
All Students	83.1	80	-3	2	85.4	84.2	69.5	68.5	*	2
African-American	*	*	*	1	79.8	76.4	*	*	*	1
Asian	*	*	*	1	*	83.8	*	*	*	1
Hispanic	*	*	*	1	82.7	74.6	*	*	*	1
Native American	*	*	*	1	86.9	83.9	*	*	*	1
White	84.6	82	-2.5	2	87.3	89	72.4	70.8	-1.5	2
Students with Disabilities	*	*	*	1	66.3	68	*	*	*	1
Students with Limited English Proficiency	*	*	*	1	69.3	66.6	*	*	*	1
Economically Disadvantaged Students	76.3	71.6	-4.7	0	80.9	76.9	59.4	59.8	0.4	2

* fewer than 45 test takers.

Percent of Students Tested (2001-2003):

Attendance Rate: (2003)

	This School	This District	This State	This School	This District	This State
ELA	99.3	99.2	98.5	94.6	95.1	95.1
Mathematics	99.3	99.2	98.5			

Targets Met/Missed:

Classification:

	Targets Met	Targets Missed
ELA	8	1
Mathematics	9	0

School in Need of Improvement/Insufficient Progress

Target Met Code:

0 - did not meet target
 1 - met target because of minimum
 N
 2 - 3 year AMO
 3 - 3 year SH
 4 - 1 year AMO
 5 - 1 year SH

Information Works! data for Kent Heights School is available at <http://www.ridoe.net>.

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